

## BRETHERTON ENDOWED CE PRIMARY SCHOOL History Policy

*Walking in the footsteps of Jesus with our Christian family, we learn, grow, achieve and flourish together in God's love.*

**This policy is for Bretherton Endowed CE Primary School and The Hub, Bretherton Endowed Out of School Provision.**

*'A people without the knowledge of their past history, origin and culture is like a tree without roots.' Marcus Garvey*

### Aims and Objectives

History is the study of people in the past and how their actions have influenced our lives today. History can help children to make sense of the world in which they live and can help them to develop a sense of identity. Our aim is that the children should understand that the society, in which we live, has been shaped by developments in the past. They will learn about the role of individuals, events and movements that have played in moulding modern society. By studying historical source material, the children will be encouraged to ask questions, deduce information and solve problems through an investigative approach. Pupils will also be trained to evaluate short and long term consequences and will be informed about how source material might not always be reliable or may be subject to bias, propaganda or censorship.

### Teaching and Learning

#### **Our intent**

At Bretherton Endowed we believe that high-quality history lessons inspire children to want to know more about the past, and to think and act as historians. Children have opportunities to investigate and interpret the past, develop their chronological understanding, and build an overview of their local area's history, Britain's past as well as that of the wider world, and to be able to communicate historically.

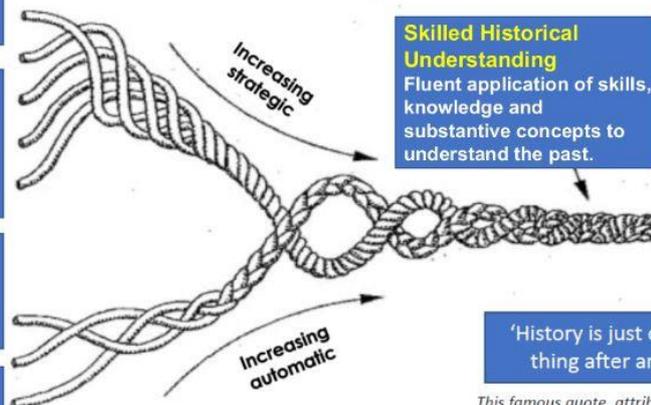
### **The Many Strands of Historical Understanding**

**Substantive Concepts**  
Understanding big overlapping ideas

**Disciplinary Knowledge**  
how historians investigate the past, and how they construct historical claims, arguments and accounts

**Factual Knowledge**  
Knowing dates, events, people and vocabulary.

**History Specific Skills**  
Sequencing events, using vocabulary to describe passage of time, etc.



**Skilled Historical Understanding**  
Fluent application of skills, knowledge and substantive concepts to understand the past.

'History is just one damn thing after another.'

*This famous quote, attributed to various historical figures, by implication criticises teaching that merely consists of content coverage*

We aim to develop children with the following key characteristics to help them become historians:

- A sense of curiosity about the past and how and why people interpret it in different ways;
- A wide knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;
- To think critically about history and communicate their ideas confidently in a range of ways and to different audiences;
- The ability to use historical evidence from a range of sources to support, evaluate and question their own and others' view;
- To understand people's lives, the diversity of societies and the relationships between different groups;
- To focus on significant people and their influence today;
- The ability to think, reflect on, debate, discuss and evaluate the past by forming perceptive questions and lines of enquiry;
- To develop pupils' understanding of chronology and ability to make links with different periods of time and important people and events within;
- To develop pupils' knowledge of our school and Bretherton, Preston and Lancashire area, and how it's changed over time.
- A respect for historical evidence and the ability to make use of it to support their learning.

### **Implementation**

At Bretherton Endowed, we follow the National Curriculum Programme of Study document, which lays down a variety of approaches applicable to each unit of study. In this way all skills are covered and developed according to the requirements and it is left to the teacher to identify his/her area of focus and to consider how best to deliver these sessions; taking into account all types of learning models. Our timetable offers children 2 or 3 historical studies each year on a 2 year cycle where their skills and knowledge are built on throughout our 4 classes. Some year groups might choose to teach this as a block or as an afternoon activity as it allows for greater in-depth study. In some cases, Year groups have chosen to study History in alternative terms, alternating with Geography. Discrete History lessons are taught to ensure that the skills, specific to the subject are delivered.

At Bretherton Endowed we approach History not just by teaching facts, dates and historical events but by encouraging children to be History detectives. By teaching History through a range of exciting and explorative ways, we foster genuine interest in the past. Using a wide range of resources, artefacts, experiences and visits allows us to enhance learning and children tell us how much they enjoy History lessons! Children have the opportunity to visit places of interest to further develop their understanding of the past and enjoy recreating and finding out how those lived. Throughout school, history enables children to understand what happened in the past and how it shaped the world we live in today.

The emphasis in our teaching of History in Foundation is on integrated learning; linking the subject with many other areas of the curriculum; notably RE, Art, Geography and Literacy.

At both Key Stages the emphasis is upon developing investigative skills through the study of a particular period, event or famous person. Links are made with other subjects: this is encouraged but only where this benefits learning in both subjects. We include a local historical enquiry in each class.

We have designed our curriculum and teach them through Historical Association plans which start with a historical enquiry question and are tailored to our children and setting. Our 2 year cycle can be found on the History page of the website.

Concepts such as chronology, continuity and change, cause and consequence, difference and significance and historical enquiry are woven through our curriculum.

### **Promoting Key Skills**

Through our teaching of history, we provide opportunities for pupils to develop the key skills of:

- Financial capability, through developing pupils' understanding of the economic factors that affect people in different classes of society and of the impact of economic and technological development on societies at different times in the past.
- Education for sustainable development, through developing pupils' skills of enquiry, critical thinking and communication, and knowledge and understanding of how past actions, choices and values may have an impact on future societies, economies and environments.
- Communication, through reading and responding to a range of sources of information, when planning and carrying out historical enquiries, through taking part in discussions, and presenting findings in a variety of ways.
- Application of number, when using dates to calculate the length of time between events, or the average life span of people living in the local area from headstones, and through carrying out calculations from databases as part of historical enquiries into trends and developments.
- Co-operation, through planning and carrying out historical enquiries that are classroom based or take place on a visit to a museum, gallery or site.
- Improving their own learning and performance, through reviewing their work at regular intervals, setting targets for improvement and assessing their achievement.
- Problem-solving, through finding out about the past by investigating a specific question or issue, deciding what information they need to know, identifying relevant sources of information and discussing their conclusions.
- Thinking skills, through work on processing and evaluating information, describing and explaining events and actions, and carrying out investigations of past events.

### **Resources**

Within the teaching of History at Bretherton Endowed, we use artefacts and a variety of historical sources to support children's ability to think like a historian. We value children's understanding of chronology and have designed (through Lancashire Heritage staff) our own action chronology so that children are fully aware of the sequence and key impact of times within History. See the website for further details.

### **Impact**

By the time the children at Bretherton Endowed leave our school they should have developed:

- A secure knowledge and understanding of people, events and contexts from the historical periods covered.
- The ability to think critically about history and communicate confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.

- The ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics

### **Assessment and Recording**

History may be recorded in a variety of ways and will typically reflect examples of all four strands (chronological awareness, knowledge and understanding, historical concepts and organise, evaluate and communicate information). Some of the evidence will involve photographic evidence or teacher's notes where the activity has been one of discussion or drama.

The knowledge, skills and understanding in the programmes of study identify the aspects of history in which pupils make progress:

- Chronological understanding.
- Knowledge and interpretation of events, people and changes in the past.
- Historical enquiry.

Teachers assess children's knowledge, understanding and skills in History by making observations within class and by analysis of their written evidence. As part of our assessment for learning process (and in line with our school's assessment policy), children will receive both verbal and written feedback as a means of development. Children are also encouraged to be critical of their own work, highlighting their own next steps. Twice a year, Foundation subject assessment grids are completed by class teachers, showing children's attainment in the four strands as previously detailed. The school's banding system is used to do this and many of the requirements are aligned to the topics being studied. The Curriculum Leader will then analyse this data and provide feedback to the History Leader in order to inform and improve future practice.

### **Inclusion**

Lessons and activities are planned to include all children by using a range of approaches. This includes: questioning, use of source material, and mixed ability grouping to enable children to offer peer support. Lessons are planned to facilitate the best possible outcome for all children within the class.

### **Identifying children working at greater depth in History**

These children often show particular skill at inference and deduction. They synthesise information well and draw inferences and conclusions from a range of sources of evidence and will use subject-specific vocabulary confidently. They will establish and follow a line of enquiry, posing informed questions and making links with other curriculum areas and/or previous learning.

### **Enrichment activities for those working at Deeper Depth**

It will be important to provide learning that challenges children through: cognitive conflict – using debate to question the children's thinking; providing problem solving activities and designing

investigative tasks which stimulate and encourage analytical discussion, higher order deductive skills and implicit inference.

### **Spiritual, moral, social and cultural development and British Values**

By studying different aspects of social history and by questioning aspects of morality that is a part of Historical discussion, the children will establish a deeper understanding of how people's lives have changed and developed over the centuries. Examining different cultures and how they have contributed in historical terms will also give children an awareness of our own multi-cultural identity.

**Democracy** -This subject can be approached in a variety of ways, looking at the History of England back as far as the Magna Carta. It will also become prominent when studying the Maafi, slavery. As part of the Ancient Greece study, children will also question how democratic the system really was.

**Rule of Law**-A study of the Magna Charter and the implications shows how England's past is entrenched in the Rule of Law. Discussion about how criminal law and industrial law has impacted upon the rights of individuals is found in the study of Victorian England and is also introduced when studying the kings of the Anglo-Saxons; in particular King Alfred.

**Individual Liberty**-Revolution and the Conscientious objectors in WW1. It will also look at the Slave Trade , The Feudal System, the role of slaves in Egypt and Ancient Greece. It will study the injustices of class division as starkly shown in Maafi and the impact of war on the lives of women and their liberty.

**Mutual Respect**-Looking at the tolerance of other's beliefs and values. This area of study can be particularly sensitive when studying aspects of the British Empire and the impact of immigration on Great Britain. The Maffi topic looks at the large number of people arriving in GB in search for a better life. Throughout our history England has been invaded many times which has taught us to become a more transient and tolerant nation. This needs to be reflected when we study aspects of Viking, Anglo Saxon and Roman history. In some instances, we have studied the division between church and state and have looked at how this split with Rome has been the cause of much conflict. This knowledge brings with it an understanding for the many problems we have recently experienced (Northern Ireland, Hitler's reaction towards the Jewish Religion)

### **Equality Statement**

At Bretherton Endowed CE Primary School, we actively seek to encourage equity and equality through our teaching.

As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

This policy was adopted : October 2022

This policy will be reviewed before the end of 2024

**All aspects of our policy intend to comply within the Data Protection ( GDPR) legislation.**

# Bretherton Endowed CE Primary School – Policy Document



Headteacher : Mrs Alison Moxham

Chair of Governors : Mrs P Aspden

[www.brethertonschool.org.uk](http://www.brethertonschool.org.uk)

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### Appendix 1

2 year rolling programme can be found on our History page of the website.

Appendix 2

Progression document / Milestones in History

## **Milestones in History**

### **History Years 1 and 2**

In Years 1 and 2 pupils:

- Observe or handle evidence to ask questions and find answers to questions about the past.
- Ask questions such as: What was it like for people? What happened? How long ago?
- Use artefacts, pictures, stories, online sources and databases to find out about the past.
- Identify some of the different ways the past has been represented.
- Describe historical events.
- Describe significant people from the past.
- Recognise that there are reasons why people in the past acted as they did.
- Place events and artefacts in order on a time line.
- Label time lines with words or phrases such as: past, present, older and newer.
- Recount changes that have occurred in their own lives.
- Use dates where appropriate.
- Use words and phrases such as: a long time ago, recently, when my parents/ carers were children, years, decades and centuries to describe the passing of time.
- Show an understanding of the concept of nation and a nation's history.
- Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

### **History Years 3 and 4**

In Years 3 and 4 pupils:

- Use evidence to ask questions and find answers to questions about the past.
- Suggest suitable sources of evidence for historical enquiries.
  - Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- Suggest causes and consequences of some of the main events and changes in history.
- Describe changes that have happened in the locality of the school throughout history.
- Give a broad overview of life in Britain from ancient until medieval times.
- Compare some of the times studied with those of other areas of interest around the world.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Place events, artefacts and historical figures on a time line using dates.
- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Use dates and terms to describe events.
- Use appropriate historical vocabulary to communicate, including:
  - dates
  - time period
  - era
  - chronology

• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

### **History Years 5 and 6 In Years 5 and 6 pupils:**

- Use sources of evidence to deduce information about the past.
- Select suitable sources of evidence, giving reasons for choices.

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- Use sources of information to form testable hypotheses about the past.
- Seek out and analyse a wide range of evidence in order to justify claims about the past.
- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Refine lines of enquiry as appropriate.
- Identify continuity and change in the history of the locality of the school.
- Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.
- Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Identify periods of rapid change in history and contrast them with times of relatively little change.
  - Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
    - Use dates and terms accurately in describing events.
- Use appropriate historical vocabulary to communicate, including:
  - dates
  - time period
  - era
  - chronology
  - continuity
  - change
  - century
  - decade
  - legacy.
- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
- Use original ways to present information and ideas

Appendix 3

Links to Social Moral Cultural Education

Spiritual, Moral, Social and Cultural Development within History at Bretherton

At Bretherton Endowed CE Primary school we believe that History provides significant opportunities for children to develop Spiritually, Morally, Socially and culturally:

**Spirituality links**

Spiritual education in History involves the mystery of how and why events in the past happened and their many causes, and helping pupils to a realisation that events did not have to happen that way, they could have taken other directions.

It also involves realising the incredible significance that some individuals have had in the past, the distortions that can take place through time and the multitude of different interpretations that can be made about one single event.

History allows pupils to see the similarities between people now and in the past and sometimes through sources and artefacts we feel that we can almost reach and touch them. Artefacts, for example, can bring us closer to people through touching what they felt, feeling their shoes, clothes etc.

Appreciating and valuing their own identity – their links with the past and the impact of past events on their own present existence.

Experiencing a sense of wonder by contact with the past (visits, artefacts).

**Moral links**

Moral education in History involves pupils being encouraged to comment on moral questions and dilemmas.

History is a story of right and wrong and pupils develop the ability to empathise with the decisions which ordinary people made at the time, based on their historical situation.

Developing empathy through learning to see things from other perspectives e.g. life as a child during WW2, Looking at what we mean by truth in history – studying primary sources-examining census data & ordnance survey maps in KS2, comparing information from a number of sources, studying first hand reports.

**Social links**

Social education in History encourages pupils to think about what past societies have contributed to our culture today. Pupils own social development is encouraged through working together and problem solving.

History also has a role to play in helping people to express themselves clearly and to communicate better.

Learning about social issues in past societies.

Children will explore the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in ‘the modern world’ which links with our Christian value ‘thankfulness’.

They will examine how other cultures have had a major impact on the development of ‘British’ culture.

Children will also be encouraged to build up their own social development through collaborative and team working activities. The study of social issues is a common theme in History lessons.

Learning how past societies were organised and functioned.

Discussing and evaluating the qualities, skills and attitudes of famous people from the past.

**Cultural Development**

Looking at how cultures change.

Valuing past human achievement and spirituality.

Children will study, and be encouraged to gain an understanding of and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of ‘British’ culture.

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Children develop a better understanding of our multicultural society through studying links between local, British, European and world History  
Becoming aware of the concept of time-past, present, future and our part in it-use of timelines, family trees, identifying hopes for the future, setting personal goals.